



George Mason University
College of Education and Human Development
Secondary Education Program
Spring 2020

**EDCI 667: Advanced Methods of Teaching History/Social Studies –
Secondary Section 001 (3 Credits)**
Meeting Day/time: **Monday, 4:30 – 7:10 p.m.,**
Class Location: **Petersen 1113 , Fairfax Campus**

Faculty:

Name: Mark Helmsing, PhD
Office Hours: By appointment
Office Location: Thompson 1801

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Prerequisites: EDCI 567 and EDUC 522. Corequisite: EDRD 619

Course Description: Emphasizes interdisciplinary curriculum and instruction, implementing national state standards, authentic assessment, and adaptations for diverse populations.

Course Overview: This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. This is the second semester of a yearlong methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and multiculturalism.

Two main strands drive the course's curriculum. First is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans in your classrooms.

Our essential questions and learning goals will frame and guide this class. You will have a chance to uncover, examine and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value.

Course Delivery: Lecture

Learner Objectives and Professional Standards

This course is designed to enable students to do the following:

- That effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students “life-long learner” skills, and presenting students with multiple perspectives. (ethical leadership, collaboration, content – NCSS – I, II, III, VI, VII, VIII, IX, X)
- That learning to teach is a complex process involving continuous reflection.

Students will know:

- Content related to standards & accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism. (innovation, NCSS I, II, IX)

Students will be able to:

- Engage in critical, reflective discussions of research and practitioner readings. (research based practice)
- Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population. (ethical leadership, research based practice, innovation, collaboration, NCSS I, IV)

Required Texts

No required textbook. Articles and text excerpts will be freely posted on Blackboard (below is a representative sample from past semesters and NOT necessarily what the course will decide to read this semester)

Abernathy, T.V. (2001). Student ownership of service-learning project: Including ourselves in our community. *Intervention in School and Clinic*, 37(2), 86-95.
doi: 10.1177/105345120103700203

Banks, J. (1994). Transforming the mainstream curriculum. *Educational Leadership*, 51 (8), 4-8.

Banks, J. (2002). Goals and Misconceptions. *An introduction to multicultural education*. 3rd Edition. Boston: Allyn & Bacon.

Barton, K. & Levstik, L. (2004). *Teaching history for the common good*. Lawrence Erlbaum Publishers: Mahwah, NJ.

- Barton, K., & McCully, A. (2007). Teaching controversial issues... where controversial issues really matter. *Teaching history*, (127), 13-19.
- Beyer, B.K. (1980). Using writing to learn in history. *The History Teacher*, 13(2), 167-178.
- Beyer, B.K. & Brostoff, A. (1979). The time it takes: Managing/evaluating writing and social Studies. *Social Education*, March, 194-197.
- Brophy, J. (1999). Teaching. Educational Practices series UNESCO with the International Academy of Education and the International Bureau of Education.
- Calder, L. (2006). Uncoverage: Toward a signature of pedagogy for the history survey. *The Journal of American History*, March, 1358-1370.
- Carmichael, D. L., Newmann, F. M., & King, M. B. (2015). Authentic intellectual work: Common standards for teaching social studies. In *Social Studies Today* (pp. 63-74). Routledge.
- College, career, & civic life: C3 framework for social studies state standards (2013). The national council for social studies, Bethesda: MD.
<https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>
- Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In L. Delpit's *Other People's Children: Cultural Conflict in the Classroom*. (pp. 168-183). New York: The New Press.
- Doty, J.K., Cameron, G.N. & Barton, M. (2003). *Teaching Reading in Social Studies*. McRel Press: Aurora, CO.
- Fournier-Sylvester, N. (2013). Daring to Debate: Strategies for teaching controversial issues in the classroom. *College Quarterly*, 16(3), 1.
- Gay, G. (2001). Effective multicultural teaching practices. In C.F. Diaz (Ed). *Multicultural Education for the 21st Century*, (pp. 23-41) New York: Longman Publishers.
- Gehlbach, H. (2011). Making social studies social: Engaging students through different forms of social perspective taking. *Theory into Practice*, 50(4), 300-310.
doi:10.1080/00405841.2011.607394
- Gilbert, L. (2014). Don't be uneasy, my children: finding strength in stories of the enslaved. *Social Studies and Young Learner*, 27(2), 18-21.
- Goldberg, T., Schwartz, B., & Porat, D. (2011). 'Could they do it differently?': Narrative and argumentative changes in students' writing following discussion of 'hot' historical issues. *Cognition and Instruction*, 29, 185-217. doi:10.1080/07370008.2011.556832
- Gonsalves, S. (2011). Connecting curriculum with community. *Education Digest*, 76(6), 56-59.
- Gritzner, C. F. (2003). Why geography?. *Journal Of Geography*, 102(2), 90-91.
- Hess, D. E. (2005). How do teachers' political influence teaching about controversial issues? *Social Education* 69(1) 47-48.
- Journell, W. (2011). Teachers' controversial issue decisions related to race, gender, and religion

- during the 2008 presidential election. *Theory & Research in Social Education*, 39(3) 348-392.
- Kello, K. (2016) Sensitive and controversial issues in the classroom: teaching history in a divided society, *Teachers and Teaching*, 22(1) 35-53. DOI: 10.1080/13540602.2015.1023027
- Kohn, A. (2011). Ten obvious truths that we shouldn't be ignoring. *Education Digest*, September (p. 11-16).
- Lennon, S. (2017). Questioning for controversial and critical thinking dialogues in the social studies classroom. *Issues in Teacher Education*, 26(1), 3-16.
- Marzano, R.J. & Brown, J.L. (2009). Establishing and communicating learning goals. In *A handbook for the art and science of teaching*, 85 -115. Alexandria, VA: ASCD.
- McTighe, J., Seif, E., & Wiggins, G. (2004). You can teach for meaning. *Educational Leadership*, 62(1), 26-30.
- Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: two alternatives for teacher education. *Teacher Educator*, 43(2), 156-172. doi:10.1080/08878730701838983
- Palumbo, A., & Sanacore, J. (2007). Classroom management: Help for the beginning secondary school teacher. *Clearing House*, 81(2), 67-70.
- Parker, W.C. (2006). Public discourses in schools: purposes, problems, possibilities. *Educational Researcher*, 35:8.
- Pedota, P. (2007). Strategies for effective classroom management in the secondary setting. *Clearing House*, 80(4), 163-168.
- Percoco, J.A. (2001). *Divided we stand: Teaching about conflict in U.S. history*. Portsmouth: Heinemann.
- Philpott, S., Clabough, J., McConkey, L., Turner, T.L. (2011). Controversial issues: To teach or not to teach? That is the question! *The Georgia Social Studies Journal* 1(1) 32-44.
- Porat, D. A. (2004a.). From the scandal to the Holocaust in Israeli education. *Journal of Contemporary History*, 39, 619–636.
- Porat, D. A. (2004b.). It's not written here, but this is what happened: Students' cultural comprehension of textbook narratives on the Israeli-Arab conflict. *American Educational Research Journal*, 41, 963–996.
- Porat, D. A. (2006). Who fired first? Students' construction of meaning from one textbook account of the Israeli–Arab conflict. *Curriculum Inquiry*, 36, 251–271
- Risinger, C.F. (1987). *Improving writing skills through social studies*. Bloomington IN: ERIC Clearinghouse for Social Studies/Social Science Education.
- Schoenbach, T., et al. (1999). *Reading for understanding: A guide to improving reading in the*

Middle and high school classrooms. San Francisco: Jossey-Bass Publishers.

- Segall, A. (2003). Maps as stories about the world. *Social Studies and the Young Learner*, 16(1), 21-25.
- Silverman, F. (2003). Hot button handling. *District Administration*, 24-27.
- Skiba, R., Ormiston, H., Martinez, S., & Cummings, J. (2016). Teaching the social curriculum: Classroom management as behavioral instruction. *Theory Into Practice*, 55(2), 120-128. doi: 10.1080/00405841.2016.1148990
- Travis, J. E. (1996). Meaningful assessment. *The Clearing House*, 69(1), 308-312.
- Torrez, C.A. & Claunch-Lebsack, E.A. (2014). The present absence: Assessment in social studies classrooms. *Action in Teacher Education*, 36(5-6), 559-570. doi:10.1080/01626620.2014.977756
- Wade, R. Quality Community Service Learning Projects: Getting Started
- Westheimer, J. & Kahne, J. (2004, Summer). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.
- Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wineburg, S., Smith, M., & Breakstone, J. (2012). New directions in assessment: Using Library of Congress sources to assess historical understanding. *Social Education* 76(6), 290–293.
- Youniss, J. & Yates, M. (1997). *Community Service and Social Responsibility in Youth*. Chicago: University of Chicago Press
- Zevin, J. (2011). *Social studies for the twenty-first century: Methods and materials for teaching in middle and secondary schools*. Routledge: New York.

Course Performance Evaluation:

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Grading

Assignment	Value	*Date Due
Dispositions Assessment	10%	Ongoing
In-Class Mini-Lesson Microteaching	10%	
Partner Museum/Memorial/ Historic Site Lesson Plan and Presentation	10%	
Individualized Instruction & Assessment Plan	20%	
Critical Incident Analysis Assessment	20%	
Unit Plan	30%	

Grading Scale:

Grade	Standards	Grading	Grade Points	Graduate Courses
A	Meets Standard	93 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	<i>B- is not a passing course grade.</i>

***Assignments will be penalized one full letter grade for each day they are late and will not be accepted more than three days after the due date without prior instructor permission.**

All written work is evaluated for clarity of expression, content, and mechanics of correct English. Assignments must be typed, double spaced, Times New Roman, printed in 12-point font, with 1-inch margins on standard (8 ½ X 11) white paper, and submitted as Word documents.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must

meet SGE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration, and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

Commitment to the Profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

Commitment to Honoring Professional Ethical Standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to Key Elements of Professional Practice

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
- Thoughtful, responsive listening
- Active, supportive interactions
- Technology-supported learning
- Research-based practices
- Respect for diverse talents, abilities and perspectives
- Authentic and relevant learning

Commitment to Being a Member of a Learning Community

- Professional dialogue
- Self-improvement
- Collective improvement
- Reflective practice
- Responsibility
- Flexibility
- Collaboration
- Continuous, lifelong learning

Commitment to Democratic Values and Social Justice

- Understanding systemic issues that prevent full participation
- Awareness of practices that sustain unequal treatment or unequal voice
- Respects the opinion and dignity of others
- Appreciates and integrates multiple perspectives

Please note that:

- “Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”

(from Mason Honor Code online at <https://catalog.gmu.edu/policies/honor-code-system/>)

- Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
- When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
- Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

Class Schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to BlackBoard. Other smaller tasks may be assigned in addition to what is noted.

DATE	TOPIC	READINGS DUE	ASSIGNMENTS/ ASSESSMENTS	FIELD EXPERIENCE
ELEMENTS OF PLANNING				
Day 0: January 20	NO CLASS ON CAMPUS	Introduction: Blackboard (Bb) introductions: Review Syllabus and Bb: Come to class next week with questions		
Day 1: January 27	Course Introduction Teaching Social Studies for Social Justice What is the C3 framework?	Rethinking Our Classrooms, <i>Introduction: Creating Classrooms for Equity and Social Justice</i> Agarwal-Rangnath, <i>Preparing to Teach Social Studies for Social Justice</i> Tammebaum & Hughes, 2017 Intersection Between Sports & American Pluralism Calder, Uncoverage C3 Framework (pages 5 - 21) Cult of pedagogy https://www.cultofpedagogy.c	Read at least one Museum/Historical Site Lesson Plan exemplar on Blackboard and be prepared to discuss in class. What museum/historical site are you interested in taking students to on a field trip?	1) Review Field Experience material and orientation video on Bb 2) Complete the EPO survey

		om/social-justice-resources/		
Day 2: February 3	Perspectives Matter & Introduction to Differentiation	<p>Delpit, Education in a Multicultural Society: Our Future’s Greatest Challenge</p> <p>Ladson-Billings, 1995 But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy</p> <p>Parker (Ed.), <i>Social Studies Today</i>, p 67-104</p> <p>Tomlinson, 2008</p>	<p>Visit these websites and be prepared to discuss:</p> <p>http://teachinghistory.org/history-content/historical-places</p> <p>http://teachinghistory.org/teaching-materials/teaching-guides/23480</p> <p>http://teachinghistory.org/best-practices/using-primary-sources/24079</p>	
Day 3: February 10	Critical Examination of the Curriculum	<p>Larson and Keiper, 2011, <i>Instructional Strategies for Middle and Secondary Social Studies</i>, p. 7-22</p> <p>NCSS Position Statement, 2018 Toward Responsibility: Social Studies Education that Respects and Affirms Indigenous Peoples and Nations</p> <p>Southern Poverty Law Center, Teaching Hard History American Slavery</p>	<p>Visit Museum/Historical Site And work on lesson plan with partner.</p>	

		Gilbert, L. (2014). Don't be uneasy, my children:.		
Day 4: February 17	Understanding by Design Planning for Instruction: Backwards Design	McTighe, Seif & Wiggins, 2004 Brophy, Teaching (p. 8 - 18) Wiggins, Backward Design Wiggins, Designing the Lesson Plan for your Unit Journell, et al., 2018, Getting Inquiry Design Right	Select a course and unit to complete your unit plan & review specific SOLs Explore different grade levels. Look through the materials available for history and social studies at the VA Dept. of Ed Website (VSOLs): http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml Look through the NCSS Standards http://www.socialstudies.org/standards/execsummary Look through your mentor teacher's resources (with the mentor's permission, of course)	Field Experience: Discuss with your mentor teacher: <ul style="list-style-type: none">• You assignments for this course that are related to field experience.• When it's good time to complete field experience?• What unit(s) s/he is teaching during your observation?• A good lesson for you to create and teach?• What resources s/he uses to teach the unit/lesson?• Who are the students the class?• Who would be s/he recommend for the Individualized Learning Plan Assessment? The ideal would be that your lesson plan is part of your unit plan
ELEMENTS OF ASSESSMENT				
Day 5: February 24	Introduction to Assessments Formative Assessments	Larson and Keiper, 2011, <i>Instructional Strategies for Middle and Secondary Social Studies</i> , p. 35-44 Wineburg, Smith &	Partner Museum/Memorial/ Historic Site Lesson Plan DUE - uploaded to Blackboard/Assignments AND Class presentation recorded and uploaded to	Mandatory Clinical Meeting 4:30-5:00, Merten 1202

		Breakstone, New Directions in Assessments Marzano & Brown (2009). Designing and using formative assessments.	Goreact	
Day 6: March 2	Summative Assessments Project Based Learning	Turk & Berman, 2018_PBL Approach to American Civil Rights Movement		
Day 7: March: 9	No Class SPRING BREAK			Good week to complete field work
Day 8: March 16	Student Choice	Servillo, 2009_You get to choose! Motivating students to read through differentiated instruction O'Neill, 2017, It s not fair Students and staff views on the equity of the procedures and outcomes of students choice of assessment methods Netcoh, 2017, Balancing freedom and limitations- A case study of choice provision in a personalized learning class	Web Quest DUE – uploaded to Blackboard/Assignments	Work session – trips and planning for partner museum, memorial, or historic site presentation
Day 9: March 23	Rubrics, Grading, and Feedback	Brookhart, What Are Rubrics and Why Are They Important? Wiggins, 2012, Seven Keys to Effective Feedback Schwartz, Developing Students' Ability to Give and Take Effective Feedback	Turn in one critical incident from field experience on Discussion Board	
ELEMENTS OF INSTRUCTION				
Day 10:	Classroom Management	Palumbo and Sanacore,	Turn in Introductory Narrative	

March 30	<p>How do I set a tone of good behavior so learning can take place?</p> <p>Politics of Education – Relationships with Parents and Administrators</p>	<p>Classroom Management</p> <p>Pedota, Strategies for Effective Classroom Management</p> <p>Skiba, et al., Teaching the Social Curriculum</p>	<p>of Unit Plan with least 2 complete lesson plans of Unit Plan</p>	
Day 11: April 6	<p>Literacy in Social Studies: Teaching with Primary Sources</p>	<p>Reisman, 2012, Reading Like a Historian A Document Based History Curriculum Intervention in Urban High Schools</p> <p>Reidell, 2018, Immigration Stories Primary Documents Help Students Explore</p>	<p>Individualized Instruction and Assessment Plan Task DUE – uploaded to Blackboard/Assessments and be prepared to share in class</p>	
Day 12: April 13	<p>Literacy in Social Studies: Reading and Writing in Social Studies</p> <p>What is the role of Social Studies in developing reading and writing skills?</p> <p>What pedagogical strategies best support reading and writing in social studies?</p> <p>How can I infuse reading and writing into my teaching?</p>	<p>Beyer, Using Writing to Learn in History</p> <p>Risinger, Improving Writing Skills Through Social Studies</p> <p>Kohn, How to create nonreaders</p>	<p>Turn in the Assessment Plan of Unit Plan</p>	
Day 13: April 20	<p>Teaching Controversial and Sensitive Topics</p>	<p>Barton, K., & McCully, A. (2007). Teaching controversial issues ... where controversial issues</p>	<p>Critical Incident Analysis Assessment – uploaded to Blackboard/Assessments and uploaded to Goreact</p>	

		<p>Goldberg, T., Schwartz, B., & Porat, D. (2011). ‘Could they do it differently?’</p> <p>Journell, W. (2011). Teachers’ controversial issue decisions related to race, gender, and religion</p> <p>Philpott, S., Clabough, J., McConkey, L., Turner, T.L. (2011). Controversial issues: To teach or not to teach?</p> <p>Hess, D. E. (2005). How do teachers’ political influence teaching about controversial issues?</p> <p>Ginsberg & Junco, 2018, Teaching Controversial Issues in a Time of Polarization</p>		
Day 14: April 27	Discourse, Deliberation and Debate	<p>Barss, 2016, Setting Stage for Civil Discourse</p> <p>Dabach, et al., 2018, Rethinking Immigration As A Controversy</p> <p>McCorkle, et al., 2018, Confronting False Narratives In The Debate Over Immigration</p> <p>Seitz, et al, 2018, Voter ID Laws: Teaching Deliberation</p>		Mandatory Clinical Debrief 4:30-5:00, Merten 1202

Day 15: May 4	21st Century Challenges	<p>Hodgin & Kahne, 2018, Misinformation What Teachers Can Do</p> <p>Sperry, 2018 Fake News & Media Literacy</p> <p>Roberts-Mahoney, et al., 2017_Netfixing human capital development personalized learning technology and the corporatization of K 12 education</p>	Unit Plans Due – uploaded to Blackboard/Assessments	

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>